

PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION FOR FAMILY EMPOWERMENT IN THE DIGITAL AGE

Lety Suharti

¹ P2PAUD dan Dikmas Jawa Barat - Indonesia

¹letysurhati66@gmail.com

Received: January, 2021; Accepted: February, 2021

Abstract

The development of the Family Involvement Guide model in the Implementation of Education in High School is a model that has been developed and tested by the PP-PAUD Family Education and West Java Family Education development team. This guidance model is based on the premise that the involvement of parents in senior secondary education units is deepened and extended to activities carried out in schools. The development of the Family Involvement Guide model in the Implementation of Education in high schools aims to realize active parental involvement in assisting children's education at home and at school in order to foster a character and culture of achievement. With the preparation of this model it is expected that education units, especially in senior high schools, can implement a family engagement program, including 1). Class teacher meetings with parents on the first day of school can inform the school's full profile and socialize family education programs; 2) Active parental participation in parent class activities with varied learning methods, interesting media, easy to understand, and applied; 3) Provide an overview of inspirational class activities, where parents are willing to be an inspiration; 4). Performing children's performances and creations, which showcase the interests, talents, achievements and awards of students and parents for all aspects of achievement (both academic and non-academic). The Family Involvement Model with Senior High Schools has been tested in concept at 1 School location namely SMAN 2 Cihampelas, Bandung City, and operational trials at 2 locations, namely SMA 1 Baleendah Bandung Regency and SMAN 3 Cimahi City, West Java Province. The trial was carried out for 6 months involving facilitators, parents and students in the High School education unit. This model still has many shortcomings for that improvement and refinement on this model is still being done in order to improve both the content and shape

Keywords: family, high school

Abstrak

Pengembangan model Panduan Keterlibatan Keluarga dalam Penyelenggaraan Pendidikan di Sekolah Menengah Atas merupakan model yang telah dikembangkan dan diuji oleh tim pengembangan Pendidikan Keluarga PP-PAUD dan Pendidikan Keluarga Jawa Barat. Model bimbingan ini didasarkan pada pemikiran bahwa pelibatan orang tua di satuan pendidikan menengah atas diperdalam dan diperluas ke kegiatan yang dilakukan di sekolah. Pengembangan model Panduan Keterlibatan Keluarga dalam Penyelenggaraan Pendidikan di sekolah menengah bertujuan untuk mewujudkan keterlibatan aktif orang tua dalam mendampingi pendidikan anak di rumah dan di sekolah guna menumbuhkan karakter dan budaya berprestasi. Dengan penyusunan model ini diharapkan satuan pendidikan khususnya di SMA dapat melaksanakan program family engagement, diantaranya 1). Pertemuan guru kelas dengan orang tua pada hari pertama sekolah dapat menginformasikan profil lengkap sekolah dan mensosialisasikan program pendidikan keluarga; 2) Partisipasi aktif orang tua dalam kegiatan kelas orang tua dengan metode pembelajaran yang bervariasi, media yang menarik, mudah dipahami, dan diterapkan; 3) Memberikan gambaran tentang kegiatan kelas yang menginspirasi, di mana orang tua bersedia menjadi inspirasi; 4). Melakukan pertunjukan dan kreasi anak yang menampilkan minat, bakat, prestasi dan penghargaan siswa dan orang tua untuk semua aspek prestasi (baik akademik maupun non akademik). Model Keterlibatan Keluarga dengan Sekolah Menengah Atas telah diujicobakan secara konsep di 1 lokasi Sekolah yaitu SMAN 2 Cihampelas,

Kota Bandung, dan uji operasional di 2 lokasi yaitu SMA 1 Baleendah Kabupaten Bandung dan SMAN 3 Kota Cimahi, Provinsi Jawa Barat. Uji coba dilakukan selama 6 bulan dengan melibatkan fasilitator, orang tua, dan siswa di satuan pendidikan SMA. Model ini masih memiliki banyak kekurangan sehingga penyempurnaan dan penyempurnaan pada model ini masih terus dilakukan guna perbaikan baik isi maupun bentuk.

Kata kunci: keluarga, sekolah menengah

How to Cite: Suharti, L. (2021). Implementation Of Family Involvement In Education Management In The Middle School. *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah* 10 (1), 63-72.

INTRODUCTION

Minister of Education and Culture Regulation number 30 of 2017 indicates that family involvement in the administration of education in education units is initiated by schools by carrying out the following missions: 1) imaging schools as partners (one, not the only) institution that aims to foster academic intelligence and social piety of students; 2) convincing parents that the family and school have an equal role in the child's success; 3) eliminate the impression that the presence of parents to school is always due to the reasons their children have problems, fostering the perception that parents go to school because of the awareness to share experiences in how to educate children, among fellow parents; 4) facilitate and encourage parents to want and be able to improve the ability to educate children at home. To realize the creation of educational centers that are in line with what is expected by the government and the community, the role of formal education units or schools is expected to be the initiator to start the link. The consideration is that schools have relatively more prepared resources to facilitate family engagement activities in schools. In addition to this, the school together with the school committee and parents need to design activities that involve parents optimally so that the process is beneficial to parents and schools, especially in terms of encouraging the growth of character and culture of children's literacy. One education unit that is considered strategic to strengthen its involvement programs from families is the high school education unit. The main consideration is in terms of the target or students served at this level, namely a group of teenagers and have started entering early adulthood.

Realizing the importance of cooperation between these three parties, namely; education units, families, and communities need to try to establish engagement between the three with the start of an engagement program that unites schools, families and communities. This program is realized in the collaboration of implementing the empowerment of schools, families and communities. With this activity, it is hoped that there will be a more intimate and harmonious engagement between the three elements of education so that it can become an educational environment that supports the growth and development of children to become whole and achieving individuals.

Adolescent association in the form of pressure from friends and even friends, which is commonly referred to as a sense of solidarity, wanting to be accepted, and as an escape, is really effective for raising juvenile delinquency namely deviant behavior carried out by adolescents, even data on increasing juvenile delinquency from year to year is taken from the Central Agency Statistics (BPS), in 2013 the number of juvenile delinquents in Indonesia reached 6,325 cases, while in 2014 the number reached 7,007 cases and in 2015 it reached 7,762 cases. This means that from 2013 - 2014 increased by 10.7%, the case consisted of various juvenile delinquency cases, theft, murder, promiscuity and drugs. Observing the characteristics of students at the high school level as described above, the strengthening of

the quality of interaction between school and parents, strengthening the ability of parents about how to educate children at home, and aligning ways of educating at school with the family, is important. Schools and families should work together and complement each other in providing the best education for children so that the child's development process can be maintained as expected. Therefore strengthening the implementation of the family engagement program in high school organizers needs to be done through studies and model development.

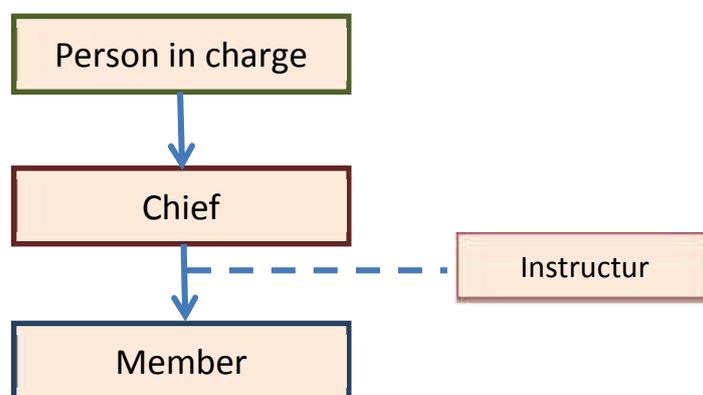
To answer the above problem, the Directorate of Family Education Development, Directorate General of Early Childhood Education and Community Education, Ministry of Education and Culture, considers the importance of involving families in schools, especially in the administration of high schools (SMA). As an initial step in developing the model, PP-PAUD and Dikmas West Java carried out activities to identify the need for model development. This year, identification activities were carried out at three high schools, namely SMAN 2 Kota Bandung, SMAN 1 Bandung Regency and SMAN 3 Kota Cimahi. Based on the analysis of the identification results obtained data that the implementation of family involvement in high school organizers, especially the involvement of parents in supporting the educational process for children. However, there are still some problems encountered in its implementation, including the following :

1. The level of parental participation is still low, there is no harmony between the implementation of education at school and at home.
2. Family involvement activities in conducting education in three high schools (SMAN 1 Kota Bandung, SMAN 7 Bale Endah Bandung Regency and SMAN 3 Cimahi City) which have been carried out include homeroom meetings with parents, inspirational classes, parent classes and class performances. Even though it has been carried out, written evaluation documents have not yet been found.
3. The school committee as the representative of the parents has not played an optimal role and is still passive.
4. The homeroom meeting with parents as a meeting place for the school in this case is represented by the BK teacher or homeroom teacher with parents, almost all of which are only attended by the parents of students.
5. Invitations from schools to parents are often not suitable for parents' free time.
6. The activeness of parents in meetings with the school is still lacking and more position as a listener. Information is still one-way.
7. The theme of the material is expected to be discussed in parent meetings/ classes, thereby increasing parental competence in educating children at home.
8. Problems encountered in implementing the inspirational class program include finding parents who are willing to be resource persons / motivators in the inspirational class, and
9. Year-end class performance activities that are only held once a year, with event content that appreciates more academic achievement compared to non-academic achievements.

Referring to the conditions and problems above, it is necessary to formulate an innovative family education program model and reflect the synergy between the school, parents, and class committees / groups especially in engaging activities. The scope of the model arranged is expected to; 1) describe in detail about the management of the family education program initiated by the school committee as an inseparable part of the organization of engagement with family and community; 2) optimize the meetings of the school with parents on the first day of school and parent classes so that it can increase the care, role and ability of parents in supporting children's education, and 3) make the creation of opportunities for performance and appreciation of the achievements of students, educators and education staff, as well as

parents as an effort to shape the character and culture of achievement for all high school community members.

Based on that opinion, there's a general framework about this research that concluded in diagram below :



Graphic 1. Components of Family Involvement Programs in Schools

The term educational center for education was first introduced by Ki Hajar Dewantara, who stated that educational center for education, namely family, school, and community is a synergistic unit responsible for the educational process. Why are educational centers so important in educating children? The answer is because educational action requires cooperation from the three components above, making it easier for the education process of students.

The family as the smallest unit in society is the first and foremost cultural environment in order to instill various values and norms and develop various behaviors that are considered important for personal, family and community life. Family education as a form of informal education must continue to be made efforts to reform and development, one of which is on the dimensions of family coaching about character education in the family.

Family involvement in children's education is a necessity. Various studies show that family involvement in education can improve children's learning achievement. In addition to learning achievement, independence, and character development also requires the role of the family. Collaboration and harmony between education carried out in the education unit and in the family environment are the keys to future success. The role of the cast in the family can be carried out in accordance with the portion and position will later support the realization of a harmonious and dreamy family. Education in the family that is carried out well, will produce a harmonious life in the family.

The family as the first place of education also plays a role in preparing students to be able to adapt in school. Educational units on the formal path or what we commonly call schools are institutions or institutions for learning and teaching and a place to receive and give lessons. While in article 1 point 10 of Law no. 20 of 2003, the education unit is an education service group that organizes education in formal, non-formal and informal channels at every level and type of education. The educational unit developed in this model is High School. Another learning environment that is no less important is the community. Students as members of the

community must be able to be a problem solution for the environment. Community is a group of people who form a system where most of the interactions occur between individuals who are in the group and are school stakeholders. According to their capacity the community can support family education programs in schools through various means for example one community leader becomes a resource in activities parent / guardian class, being a model teacher, or being a consultant for the school.

The three neighborhoods or centers must be able to establish cooperation, but sometimes differences are still found between the school and family / parents. This happens if there are problems in students who are not only related to academic values but also their social life. If there are students who create problems, some parents consider the school to be unsuccessful in carrying out the education function. On the other hand, the school also considers parents not giving enough attention to their children so that the child has a problem. Blaming each other between the parents and the school is an obstacle that needs to be removed. All parties, including parents, schools and the community, should work together to make corrective measures. The condition of the community who still "does not care" in supervising the activities of students outside of school and home, requires special steps to open up insights, abilities and shared responsibilities in conducting children's education.

Cooperation of the three components above will provide encouraging mutually reinforcing, so that the growth of children's character will be easier for the presence of future generations who can advance the nation.

Education is the main tool which is considered as a place or place to provide various insights and knowledge which of course is done to produce quality human resources. Secondary education is education that prepares students to become members of the community who have the ability to hold reciprocal relationships with the socio-cultural and natural environment, and can develop further abilities in the world of work or higher education. Secondary education, which lasts three years after basic education, is held in high school (senior high school) or equivalent.

Secondary education in a downward relationship functions as a continuation and expansion of basic education and in an upward relationship prepares students to attend tertiary education or enter employment. Secondary education which includes the path of school education consists of general education, vocational education, special education, official education and religious education. Secondary education that is held after basic education is an education that has the ability to interact productively with the social, cultural and natural environment and / or continue to a higher level. The learning process in secondary education itself has the characteristics of preparing all students to be able to become mature in the academic aspects as well as readiness to master the life skills demanded by the world of work.

METHOD

The research method used is Reserach and Development (R&D) with Qualitative and Quantitative Approaches. The use of this method is in line with the opinion of Sugiyono (2010) which states that the R&D research method is used to be able to give a comprehensive picture of the research field conditions. So that the factors that cause changes in research subjects are not only seen from the results, but also from the causes of the emergence of these results. Respondents involved in this study are the Principal, Teachers, Students and Parents of Students, as many as approximately 100 respondents in SMAN 1 Baleendah, SMAN 3 Cimahi City and SMAN 2 Cihampelas, Bandung City. However, for a qualitative approach, a

simpler sample system is used because the possibility is still increasing when using snowball sampling. The instruments used were interviews, observation, questionnaires and study documentation. Data analysis techniques used are as presented by Borg & Ball, namely 1) Identification of potential and problems, 2) Collecting Information, 3) Model Development, 4) Model Validation, 5) Model Revision, 6) Model Trial, 7) Model Revision, 8) Wider Testing and 9) Final Model Revision (Sugiyono, 2010: 298).

RESULTS AND DISCUSSION

The program of involving parents in schools has had a good impact on parents, students and also schools. Parental involvement in the activities carried out, significantly showed good results, especially in the participation of parents in school. In addition, the level of student learning achievement also shows good results.

The first day of school admission, followed by a class teacher meeting with parents held at the beginning of the school year, provides opportunities for class teachers and parents to be able to communicate early in the school program and agreements that will be implemented during one semester or one academic year in the future. . The activity shows that the involvement of parents since the beginning of learning can affect the learning process of children at home which ultimately determines children's learning achievement at school.

Parents who are actively involved in parenting class activities are able to change parenting in their families. The process of this activity provides insight and knowledge for parents in assisting growth and development and provides the best care for children, so that the application made in the family environment is able to foster good character in children.

The real role of parents who had shifted due to lack of understanding of family education in some communities makes parents tend to loose responsibility for school. By providing training and guidance through parent classes, little by little has given a change of mindset to parents who initially always entrusted all student learning matters to the teacher or school, now starting to take on their role to work together with the teacher or the school in assisting the child's learning process at home or at school. Another good impact is how parents are now willing to be involved in assisting in the work of schoolwork so that it fosters children's interest and enthusiasm for learning at home which also increases children's learning achievement at school.

Another parent involvement program is the Inspiration Class which involves parents as a resource in its implementation. This activity has given students an idea about a profession that can be a choice for children in the future. Inspiring classes are also able to foster a spirit of learning by students to achieve their goals. The contribution of parents in the Inspiration Class has fostered pride in students whose parents have shared their best experiences in achieving a success so that students are highly motivated to study harder.

At the end of the school year there will be a class performance at the end of the year which also involves parents in planning and implementation. This activity has created a harmonious relationship between the school and parents. The event initiated by the school committee was able to foster good cooperation between parents of each class and the school community. This class performance activity becomes a place to show talent for students who have an interest in the arts. This activity is also an appropriate moment in giving awards to students

who have achievements in academic and non-academic fields by giving awards in the form of trophies and certificates.

The awarding of students who excel in academics has given higher enthusiasm and motivation for learning for these students and also for other students. Other awards are also given to students who excel in non-academic fields. Awarding certificates for students who are craftsmen, the best, the most disciplined, and the best in their class are able to develop good character in students.

The show of talent in the arts in the classroom performance activities has provided opportunities for students to show their ability in front of friends, teachers and parents. The activity is able to foster confidence in students to be able to excel in non-academic fields. This class performance activity is an activity that involves the full participation of parents and is able to give pride to parents of the achievements of their children.

All parent involvement activities in schools have provided many benefits for schools, especially in terms of partnerships with parents and improving student learning achievement. Collaboration between parents and school residents shows good results including the creation of effective communication between parents and parents, class teachers with parents, and parents with other school residents. Effective communication is what ultimately leads to success in students because of the vision-mission equality that has been built since the beginning of the class teacher's meeting with parents at the beginning of the school year.

Improved student achievement can not be separated from the contribution of parents who already understand the circumstances and needs of their children as a positive impact of parental class activities. The school also felt helped by the parental engagement programs that had been carried out because it had succeeded in growing the character and culture of literacy in students.



Picture 1. The school condition that being research subject

The parent involvement program in senior high schools has had a good impact on parents, students and also schools. Parental involvement in the activities carried out, significantly showed quite good results, especially in the participation of parents in school attendance. In addition, the level of student learning achievement also shows good results. classroom teacher with parents held at the beginning of the school year, entering the next semester.

The first day of school entrance activities continued at the meeting provides opportunities for class teachers and parents to be able to communicate at the outset regarding school programs and agreements that will be implemented for one semester or one academic year in the future. The activity shows that the involvement of parents since the beginning of learning can affect the learning process of children at home which ultimately determines children's learning achievement at school.

Parents who are actively involved in parenting class activities are able to change parenting in their families (Damastuti, 2013). The process of this activity provides insight and knowledge for parents in assisting growth and development and provides the best care for children, so that the application made in the family environment is able to foster good character in children.

The real role of parents who had shifted due to lack of understanding of family education in some parts of the community makes parents tend to loose responsibility for the school (Suryadi, 2012). By providing training and guidance through parent classes, little by little has given a change of mindset to parents who initially always entrusted all student learning matters to the teacher or school, now starting to take on their role to work together with the teacher or the school in assisting the child's learning process at home or at school. Another good impact is how parents are now willing to be involved in assisting in the work of schoolwork so that it fosters children's interest and enthusiasm for learning at home which also increases children's learning achievement at school.

Another parent involvement program is the Inspiration Class which involves parents as a resource in its implementation. This activity has given students an idea about a profession that can be a choice for children in the future. Inspiring classes are also able to foster a spirit of learning by students to achieve their goals. The contribution of parents in the Inspiration Class has fostered pride in students whose parents have shared their best experiences in achieving a success so that students are highly motivated to study harder.

At the end of the school year there will be a class performance at the end of the year which also involves parents in planning and implementation. This activity has created a harmonious relationship between the school and parents. The event that was initiated by the parents' association was able to foster good collaboration between parents of each class and the school community. This class performance activity becomes a place to show talent for students who have an interest in the arts. This activity is also an appropriate moment in giving awards to students who have achievements in academic and non-academic fields by giving awards in the form of trophies and certificates.

The awarding of students who excel in academics has given higher enthusiasm and motivation for learning for these students and also for other students (Damastuti, 2013). Other awards are also given to students who excel in non-academic fields. Awarding certificates for students who are craftsmen, the best, the most disciplined, and the best in their class are able to develop good character in students.

The show of talent in the arts in the classroom performance activities has provided opportunities for students to show their ability in front of friends, teachers and parents. The activity is able to foster confidence in students to be able to excel in non-academic fields.

This class performance activity is an activity that involves the full participation of parents and is able to give pride to parents of the achievements of their children.

All parent involvement activities in schools have provided many benefits for schools, especially in terms of partnerships with parents and improving student learning achievement. Collaboration between parents and school residents shows good results including the creation of effective communication between parents and parents, class teachers with parents, and parents with other school residents. Effective communication is what ultimately leads to success in students because of the vision-mission equality that has been built since the beginning of the class teacher's meeting with parents at the beginning of the school year.

Improved student achievement can not be separated from the contribution of parents who already understand the circumstances and needs of their children as a positive impact of parental class activities. The school also felt helped by the parental engagement programs that had been carried out because it had succeeded in growing the character and culture of literacy in students.

CONCLUSIONS

Based on the results of the research conducted, the following conclusions can be obtained :

1. Family involvement has a positive impact on the mental and spiritual development of high school students who are respondents in this study, this can be seen from the results of interviews and questionnaires given to respondents from various school components and parents of students.
2. Various approaches such as inspirational classes, parent classes to classroom performances build togetherness and positive understanding among parents, teachers, school administrators and students themselves. So that it can provide a common step in carrying out the educational process at school and at home.
3. Family involvement programs in education for students in high school can be carried out in other education units using the same methods and management systems. Especially when the problems encountered have similarities with the sample in this study.

Recommendation based on the research is :

1. This models could be implemented in different location which has same condition wether teacher, parents and students.
2. State government could be adopt this models in each region with a few conditioning, including training for the teacher, learning media's, and learning output based on it's locality.

REFERENCES

- Damastuti. Rini. 2013. Midfullness dalam komunikasi antarbudaya. Buku litera Yogyakarta
<http://wimaogawa.blogspot.co.id/2016/05/buku-kemitraan-sekolah-dengan-keluarga.html>
<http://www.pondokindahdonbosco.com/program-kemitraan-sekolah-keluarga-dan-masyarakat/>
<http://www.kajianpustaka.com/2012/11/definisi-fungsi-dan-bentuk-keluarga.html>
<http://pendidikan.keluarga-indonesia.blogspot.co.id/2015/12/pengertian-tujuan-dan-ruang-lingkup.html>
- Menjadi orang tua hebat, Direktorat Jenderal PAUD dan Pendidikan Masyarakat Direktorat Pembinaan Pendidikan Keluarga; Kementerian pendidikan dan kebudayaan. 2016.
- Petunjuk teknis Kemitraan Sekolah Menengah Atas dengan Keluarga dan Masyarakat. Kementerian Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Direktorat Pembinaan Pendidikan Keluarga Tahun 2016.
- Petunjuk Teknis Penguatan Kemitraan Keluarga, Satuan Pendidikan Dan Masyarakat Di SMA/SMK. Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal PAUD dan Pendidikan Masyarakat Direktorat Pembinaan Pendidikan Keluarga; Jakarta, Oktober 2015.
- Pedoman Media Siber Career Contact Us Copyright 2008 - 2018 PT. Kompas Cyber Media (Kompas Gramedia Digital Group). All rights reserved. Artikel ini telah tayang di Kompas.com dengan judul "6 Pilar Pengasuhan Positif pada nak",
- Sugiyono. 2010. Penelitian Research and Developmentt. Bandung; Alfabeta
- Suryadi , A. 2012. Pendidikan, Investasi SDM dan Pembangunan. Bandung : widya pustaka.
- Suryadi , A. 2014. Pendidikan Indonesia menuju 2015. Bandung : PT Remaja Rosdakarya.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional